

**COMM 204: PUBLIC SPEAKING  
SPRING 2018**

Instructor: Stefanie Demetriades Office: ASC Room G6 Office Hours: Tuesday 12:30 - 1:30pm, or by appointment Contact: <a href="mailto:sdemetri@usc.edu">sdemetri@usc.edu</a>	Section: 20382R Meeting: Tuesday/Thursday, 2:00 - 3:20pm Classroom: ANN 209
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**COURSE DESCRIPTION**

This course will provide you with tools to be more effective public speakers in your academic and professional lives, and will cover practical skills for the preparation and delivery of effective speeches in a variety of contexts. To this end, the course emphasizes hands-on practice of skills related to speech preparation, organization, and delivery. You will also become more sophisticated critical listeners of public speech as citizens and consumers, and will be able to critique and reflect on the use of language by public figures.

By the end of the semester you should be able to:

- Identify and understand different types of public speech and their relevance in contemporary society
- Understand communication concepts that serve as a basis for effective speaking and apply this knowledge in practice
- Develop and demonstrate verbal, nonverbal, and research competencies through preparing and delivering presentations relevant to your audience
- Develop skills to critically analyze and evaluate speeches made by others, including public figures
- Build confidence to speak publicly in a variety of contexts

**COURSE MATERIALS**

Readings from The Public Speaking Project will be used throughout the course, and are available online for free at <http://publicspeakingproject.org/psvirtualtext.html>. Individuals chapters will also be posted to Blackboard.

Additional readings and materials will be posted on Blackboard. Blackboard will be updated regularly, so please check the site frequently.

You may choose to purchase the books below as an additional resource or for future reference. Selections will be posted to Blackboard.

- Gallo, C. (2014). *Talk like TED: The 9 public speaking secrets of the world's top minds*. New York, NY: St. Martin's Press.

- Heinrichs, J. (2007). *Thank you for arguing: What Aristotle, Lincoln, and Homer Simpson can teach us about the art of persuasion*. New York, NY: Three Rivers Press.
- Nelson, P., Titsworth, S., & Pearson, J. (2011). *iSpeak: Public speaking for contemporary life*. New York, NY: McGraw Hill.

## **COURSE POLICIES**

### **Instructor Communication**

I will do my best to respond to emails promptly and thoroughly, but please allow up to 24 hours (and 48 hours on weekends) for a response. Please bear that in mind in advance of assignments, and don't wait until the very last minute for questions. You are also encouraged to take advantage of office hours for in-person meetings. I am always happy to talk with students about their work and progress in the course, or about more general academic interests, concerns, or issues you may be dealing with.

### **Attendance & Participation**

Students are expected to attend all classes and be fully prepared to participate in class discussion. More than two unexcused absences will negatively affect your final course grade, as will regularly arriving late or leaving early. If you have a valid excused absence please be sure to provide appropriate documentation well in advance, or as soon as possible in the case of an emergency.

### **Deadlines**

Assignment grades will be reduced by a half letter grade (e.g. B to B-) for every class period that the assignment is late. Late assignments will not be accepted beyond one week past the deadline. If you have an emergency that will impact your ability to turn in your assignment or deliver your speech on time, you need to contact me before the due date. Unexcused absences on the day of an in-class speech will result in no higher than a C grade on that assignment. The availability of make-up dates and assignments will be evaluated on a case-by-case basis in line with university policy considering extenuating circumstances.

### **Technology**

Cell phones should be silenced and put away for the duration of class. Laptops and tablets should be used for note-taking and class related activities only.

### **Grading**

Grading criteria for individual speeches and assignments will be posted on Blackboard.

You are welcome to talk with me about a grade in the context of reviewing and improving your work, but I stand by a "cooling-off" period when it comes to grades; if you are unhappy with a grade on a speech or assignment, take 24 hours to reflect on feedback before contacting me. You then have one week to provide a written explanation of why you think the grade does not accurately reflect your work as presented. I will review and respond to your comments, and will

be happy to meet with you in office hours as well to discuss, after which the grade is final.

Final grades for the course will use the following scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

## **COURSE REQUIREMENTS**

*Guidelines and instructions for individual assignments will be posted on Blackboard.*

### **Attendance & Participation (100 points)**

Active participation in class discussion and activities is essential to the course. Students are expected to come to every class fully prepared to engage in discussion, which includes completing readings and any other assignments on time.

### **Short Reflection & Analysis Papers (40 points)**

Over the course of the semester, you will be expected to complete four two-page reflection papers responding to the readings and material of the week. You may choose which weeks to respond to these materials. These responses are expected to involve critical consideration and application of course material; simple descriptive summaries will not be sufficient for full credit.

### **Personal Speech (20 points)**

#### **Thursday, 1/11**

A brief, informal introduction intended to help you feel comfortable speaking in front of your classmates and begin to identify your public speaking habits and style.

### **Informative Speech (50 points)**

#### **Group A: Tuesday, 1/30**

#### **Group B: Thursday, 2/1**

A 5-minute informative speech on a topic of your choice. Your speech should reflect skills discussed in class thus far, and should demonstrate your ability to effectively organize and present credible evidence.

### **Analysis Paper (60 points)**

#### **Friday, 3/9 by 5pm**

A 5- to 7-page paper presenting a critical analysis of a speech of your choice.

### **Persuasive Speech (50 points)**

#### **Group A: Tuesday, 2/27**

#### **Group B: Thursday, 3/1**

A 5-minute speech that highlights your ability to craft effective arguments and to define and refute potential counterarguments. Your speech should aim to get your audience to shift thoughts, feelings, and/or behavior.

### **Group Presentations (30 points)**

**Groups 1 & 2: Tuesday, 4/3**

**Groups 3 & 4: Thursday, 4/5**

An 8- to 10- minute group presentation in the style of “Shark Tank.” Groups will pitch a product or idea to a panel in an effort to convince them to (hypothetically) fund the project. The winning team will be awarded with 5 extra credit points.

### **Special Occasion Speech (30 points)**

A 2-minute speech appropriate to a special occasion of your choice. Feel free to be creative in choosing the occasion. Possible options include: a toast, introduction, acceptance speech, eulogy, or apology.

### **Final Speech (70 points)**

**Group A: Tuesday, 4/24**

**Group B: Thursday, 4/26**

An 8- to 10-minute speech expanding on either your informative or persuasive speech, incorporating material and reflecting skills from throughout the semester.

### **Final Paper (50 points)**

**Thursday, May 3 by 3pm**

Details TBD

### **Course Schedule**

\*\*\*Please be advised that the schedule may change throughout the course of the semester in response to class progress and relevant current events, so please make sure to attend lecture and check Blackboard to stay on top of any adjustments\*\*\*

*Readings and assignments are listed on the day that they are due. Students are expected to come to class prepared to engage in discussion and activities related to the readings.*

#### **Week 1: Course Introduction & Foundations**

T	1/9	Course Introduction <i>Readings:</i> <ul style="list-style-type: none"><li>• Eloquent, Moi?</li></ul>
Th	1/11	Foundations 2-3 minute personal speech

*Readings:*

- PSP Introduction to Public Speaking
- PSP The Origins of public speaking

**Week 2: Getting Started**

T            1/16            Choosing a topic  
                                 Conducting research  
                                 Informative speeches

*Readings:*

- iSpeak Selecting a Topic
- PSP Informative Speaking

Th            1/18            Organization & Construction  
                                 Preparation

*Readings:*

- iSpeak Chapter 2: Preparing Your First Presentation (p.28-39)
- PSP Organizing and outlining

**Week 3: Preparation**

T            1/23            Organization & Construction

*Readings:*

- PSP Supporting your ideas
- PSP Introductions and conclusions

Th            1/25            Confidence & Nerves  
                                 Delivery

*Readings:*

- PSP Speaking with Confidence
- Walsh: Keeping Your Audience Awake
- Additional Reading TBA

**Week 4: Informative Speech Presentations**

T            1/30            Group A

Th 2/1 Group B

### **Week 5: Public Speaking in Society**

T 2/6 Critical Skills

*Readings:*

- PSP Critical Thinking
- Critical Listening
- An Illustrated Book of Bad Arguments

Th 2/8 The Public Sphere  
Ethics

*Readings:*

- PSP Ethics in Public Speaking
- NYT Speaking While Female
- NYT Hillary Clinton Raises Her Voice, and a Debate Over Speech and Sexism Rages
- Additional reading TBA

### **Week 6: Using Language Effectively**

T 2/13 Using Language Effectively

*Readings:*

- PSP Using Language Well
- Heinrichs (2007) Use Your Audience's Language

Th 2/15 Language (cont.)  
Storytelling & Narrative

*Readings:*

- Gallo (2014) Master the Art of Storytelling

### **Week 7: Persuasion**

T 2/20 Persuasive Appeals

*Readings:*

- PSP Persuasive Speaking

- Heinrichs (2007) - Control the Argument
- Th 2/22 Authenticity, Emotion and Knowledge
- Heinrichs (2007) - Soften Them Up
  - Additional Readings TBA

### **Week 8: Multimedia**

T 2/27 Visual Aids & Multimedia

#### *Readings:*

- Carmine Gallo - Talk like TED: Paint a Mental Picture with Multisensory Experiences
- Additional Reading TBA

Th 3/1 *Annenberg Digital Media Lounge Workshop*

#### *Readings:*

- PSP Visual Aids
- Watch “How to Avoid Death by Powerpoint”

### **Week 9: Persuasive Speech Presentations**

T 3/6 Group A

Th 3/8 Group B

*Speech analysis paper due via email, Friday 3/9 by 5pm*

### **Week 10: Spring Break**

T 3/13

Th 3/15

*SPRING BREAK*

### **Week 11: Audience Analysis**

T 3/20 Audience Analysis

#### *Readings:*

- PSP Audience Analysis

Th 3/22 Understanding and adapting to your audience

*Readings:*

- Readings TBA

**Week 12:**

T        3/27        Asking and Answering Questions  
Giving & Receiving Criticism

*Readings:*

- Readings TBA

Th       3/29        Group Presentations

*Readings:*

- PSP Group Presentations 18-7 - 18-10

**Week 13: Group Presentations**

T        4/3        Group Presentations

Th       4/5        Group Presentations

**Week 14: Specialized Contexts**

T        4/10        Global Audiences

*Readings:*

- PSP Speaking to a Global Audience
- Additional Readings TBA

Th       4/12        Special Occasion Speeches

*Readings:*

- PSP Special Occasion Speaking
- "Obama's Grace" (Fallows, 2015)  
[www.theatlantic.com/politics/archive/2015/06/grace/397064/](http://www.theatlantic.com/politics/archive/2015/06/grace/397064/) Note: Make sure to follow the link to watch the speech as well

**Week 15: Speech in the Digital Age**



T 4/17 Social Media

*Readings:*

- Watch Clay Shirkey TED Talk
- FT: Public speaking, news media and the danger of fragmented messages
- Additional readings TBA

Th 4/19 Podcasts and Digital Forms

*Readings:*

- Listen to NPR “From Upspeak to Vocal Fry”
- Listen to assigned podcast TBA

**Week 16: Final Speech Presentations**

T 4/24 Group A

Th 4/26 Group B

**ACADEMIC CONDUCT & INTEGRITY**

**Respect in the Classroom**

Lively discussion is welcome and encouraged, but is expected to be conducted with respect at all times. This will be particularly important to keep in mind in relation to speeches and material that may relate to emotionally charged or controversial issues. Additionally, peer feedback is a vitally important part of improving public speaking skills, and should be provided and received as helpful and respectful critiques and suggestions.

**Plagiarism**

Presenting someone else’s ideas as your own, either verbatim or recast in your own words, is a major academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

**Disability Accommodations**

Academic accommodations are available to students who register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure that the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open from 8:30am - 5:00pm, Monday through

Friday. The phone number for DSP is (213) 740 - 0776.

### **Campus Policies & Resources**

If you find that you are struggling stress or mental health issues please don't hesitate to let me know and to take advantage of the many resources available on campus:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

[diversity.usc.edu](http://diversity.usc.edu)

#### USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)